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AN ANALYSIS OF STUDENTS' SPEAKING ABILITY IN RETELLING STORY AT STATE ISLAMIC SENIOR HIGH SCHOOL 2 KAMPAR



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1441 H/2020 M



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AN ANALYSIS OF STUDENTS' SPEAKING ABILITY IN RETELLING STORY AT STATE ISLAMIC SENIOR HIGH SCHOOL 2 KAMPAR

Thesis

Submitted In Partial Fulfillment of the Requirements for
Undergraduate Degree in English Education
(S.Pd.)



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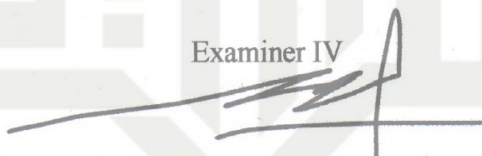
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Pekanbaru, March 30th, 2020

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ملخص

فطري سوهانا (٢٠٢٠): تحليل قدرة التلاميذ على التحدث في إعادة سرد القصة في المدرسة الثانوية الإسلامية الحكومية ٢ كمبر

بناء على الدراسة التمهيدية التي قامت بها الباحثة في المدرسة الثانوية الإسلامية الحكومية ٢ كمبر، وجدت أن بعض التلاميذ لا يهتمون بالتحدث باللغة الإنجليزية. فسرّال البحث هو كيف قدرة التلاميذ على التحدث في إعادة سرد القصة. وهدفه هو معرفة قدرة التلاميذ على التحدث في إعادة سرد القصة في المدرسة الثانوية الإسلامية الحكومية ٢ كمبر. وهذا البحث هو بحث وصفي كمي. ومجتمعه ١٢٣ تلميذا، وأخذت الباحثة ٢٥ تلميذا من أربعة فصول ليكونوا عينة للبحث، وذلك من خلال أسلوب أخذ العينة العشوائية البسيطة. وقامت الباحثة بالاختبار لجمع البيانات. ونتيجة البحث تدل على أن نتيجة النطق ١٤٢٩ ومعدلها ٥٧، ونتيجة القواعد ١٦٨١ ومعدلها ٦٧، ونتيجة المفردات ١٨٦٥ ومعدلها ٧٥، ونتيجة الفصاحة ١٤٨٢ ومعدلها ٥٩، ونتيجة الفهم ١٧٩٠ ومعدلها ٧٢. فمن ذلك استنتج أن قدرة التلاميذ على التحدث في إعادة سرد القصة في جانب النطق تكون في المستوى الضعيف، وفي جانب القواعد تكون في المستوى المقبول، وفي جانب المفردات تكون في المستوى الجيد، وفي جانب الفصاحة تكون في المستوى الضعيف، وفي جانب الفهم تكون في المستوى الجيد.

الكلمات الأساسية: تحليل، قدرة على التحدث، إعادة سرد القصة.

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Fitry Suhana (2020): An Analysis of Students' Speaking Ability in retelling Story at State Islamic Senior High School 2 Kampar

Based on the researcher's preliminary study at State Islamic Senior High School 2 Kampar, the researcher found several phenomena such as, some of the students do not interested in speaking English. This research was aimed to find out the students' speaking ability in retelling story at State Islamic Senior High School 2 Kampar. The research question of this research is to know, how is students' speaking ability in retelling story? The form of the research is descriptive quantitative research. The population of this research were 123 students, the researcher took 25 students from 4 classes by using simple random sampling. The researcher used oral test to collect the data in this research. The research findings show that the total score of students pronunciation was 1652 and the mean score was 57, students' grammatical accuracy score was 1681 and the mean score was 67, students' vocabulary score was 1865 and the mean score was 75, students' fluency score was 1482 and the mean score was 59, and students' comprehension score was 1790 and the mean score was 72. It can be concluded that students' pronunciation in speaking ability in retelling story was categorized into "less level", students' grammatical accuracy was categorized into enough level, students' vocabulary was categorized into good level, students' fluency was categorized into less level and students' comprehension was categorized into good level.

Keywords: *Analysis, Speaking Ability, Retelling Story.*

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Fitry Suhana (2020): Analisis terhadap Kemampuan Berbicara Siswa dalam Menceritakan Kembali sebuah Cerita di Madrasah Aliyah Negeri 2 Kampar

ABSTRAK

Berdasarkan studi pendahuluan di MAN 2 Kampar, peneliti menemukan beberapa fenomena seperti, beberapa siswa tidak memiliki ketertarikan dalam berbicara bahasa Inggris. Pertanyaan penelitian ini untuk mengetahui bagaimana kemampuan berbicara siswa dalam menceritakan kembali sebuah cerita. Penelitian ini bertujuan untuk mengetahui kemampuan berbicara siswa dalam menceritakan kembali sebuah cerita di Madrasah Aliyah Negeri 2 Kampar. Pendekatan penelitian ini adalah deskriptif kuantitatif. Populasi dari penelitian ini adalah 123 siswa, peneliti mengambil 25 siswa dari 4 kelas dengan menggunakan teknik simple random sampling. peneliti menggunakan tes lisan dalam mengumpulkan data untuk penelitian ini. Temuan penelitian ini menunjukkan total nilai dalam pengucapan adalah 1429 dan nilai rata-rata adalah 57, total nilai tata bahasa adalah 1681 dan nilai rata-rata adalah 67, total nilai kosa kata adalah 1865 dan nilai rata-rata adalah 75, total nilai kelancaran adalah 1482 dan nilai rata-rata adalah 59, dan total nilai pemahaman adalah 1790 dan nilai rata-rata adalah 72. Dapat disimpulkan kemampuan berbicara siswa dalam menceritakan kembali sebuah cerita untuk pengucapan dikategorikan dalam level kurang, untuk tata bahasa dikategorikan dalam level cukup, untuk kosa kata dikategorikan dalam level baik, untuk kelancaran dikategorikan dalam level kurang, dan untuk pemahaman dikategorikan dalam level baik.

Kata Kunci: Analisis, Kemampuan Berbicara, Retelling Story.

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LIST OF CONTENTS

SUPERVISOR APPROVAL.....	i
EXAMINER APPROVAL	ii
ACKNOWLEDGMENT.....	iii
.....	vii
ABSTRACT	viii
ABSTRAK	ix
LIST OF CONTENTS	x
LIST OF TABLES	xii
LIST OF CHARTS	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I INTRODUCTION	
A. The Background of the Problem.....	1
B. Problem	4
1. Identification of the Problem.....	4
2. Limitation of the Problem.....	5
3. Formulation of the Problem.....	5
C. The Objectives and Significance of the Research.....	5
1. The Objective of the Research.....	5
2. The Significant of the Research.....	5
D.The Reason of Choosing the title	6
E. The Definition of the Terms.....	7
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Theoretical Framework.....	8
1. Speaking	8
a. Speaking Ability	8
b. Speaking Ability in Retelling Story	11
c. Assessment of Speaking Ability in Retelling Story	13
2. Narrative Text	17
B. Relevant Research	18



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C. Operational Concept.....	21
CHAPTER III METHOD OF THE RESEARCH	
A. Research Design	22
B. Time and Location of the Research	23
C. Subject and Object of the Research	23
1. Subject of The Research	23
2. Object of The Research.....	23
D. Population and Sample of the Research.....	23
1. Population of The Research	23
2. Sample of The Research	24
E. Technique of Collecting the Data	25
1. Oral Test	25
F. Technique of Analysing the Data	26
CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS	
A. Data Presentation	28
B. Data Analysis	31
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	43
B. Suggestion.....	43

REFERENCES

APPENDICES

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LIST OF TABLES

Table I.1 Rubric for Minimum Criteria Achievement (KKM)	3
Table III.1 Population of the Research	23
Table III.2 Sample of the Research.....	25
Table III.3 Rubric of Assessing Speaking.....	26
Table III.4 Category of Students' Score	27
Table IV.1 Students' Score in Speaking	29
Table IV.2 Students Ability in Speaking	30
Table IV.3 The Classification of Students' Score in Speaking Ability	31
Table IV.4 Students' Pronunciation Score in Speaking.....	33
Table IV.5 The Classification of Students' Pronunciation in speaking.....	34
Table IV.6 Students' Grammar Score in Speaking.....	35
Table IV.7 The Classification of Students' Grammar Score in Speaking	36
Table IV.8 Students' Vocabulary Score in Speaking.....	37
Table IV.9 The Classification of Students' Vocabulary Score in Speaking	38
Table IV.10 Students' Fluency Score in Speaking	39
Table IV.11 The Classification of Students' Fluency Score in Speaking.....	40
Table IV.12 Students' Comprehension Score in Speaking.....	41
Table IV.13 The Classification of Students' Comprehension Score in Speaking	42

UIN SUSKA RIAU



LIST OF CHARTS

Chart IV.1 The Classification of Students' Score in Speaking Ability.....	32
Chart IV.2 The Classification of Students' Pronunciation in speaking	34
Chart IV.3 The Classification of Students' Grammar Score in Speaking.....	36
Chart IV.4 The Classification of Students' Vocabulary Score in Speaking	38
Chart IV.5 The Classification of Students' Fluency Score in Speaking	40
Chart IV.6 The Classification of Students' Comprehension Score in Speaking.....	42

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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LIST OF APPENDICES

APPENDIX 1	Research Letters
APPENDIX 2	Surat Pembimbing
APPENDIX 3	Kegiatan Bimbingan
APPENDIX 4	Instruments
APPENDIX 5	The Script of Students' Oral Test
APPENDIX 6	Rater's Assessment



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CHAPTER I INTRODUCTION

A. Background of the problem

Speaking is one of the four skills in English subject as a tool to communicate each other. According to Hornby (1985), speaking is using words in an ordinary voice; say the words; know and be able to use language; express themselves with words; made a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication. Byrne (1984) says that speaking is oral communication. It is a two ways process between speaker and listener and involves productive and reactive skill of understanding. Speaking is the way to transfer information or expression ones' thoughts and feelings in spoken language. Speaking is also main component in a language. According to Cameron in Wahyudi (2013) speaking is the active use of language to express meanings so that other people can make sense of them.

English is one of the lessons that should be taught in the School. There are four skills in English that should be mastered by the students such as; listening, speaking, reading and writing. State Islamic Senior High School 2 Kampar provides English as a subject to the students that speaking is consisted in the subject. According to K-13, the students are required to catch a meaning from oral or written of a text formed simple short story.

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(Department of National Education and Culture, 2013, p. 83). It is clear that curriculum provides the students to be able to catch the point in a text even by retelling the story. The purpose of teaching English in this level is to develop students' potential in order to have communicative competence on interpersonal, transactional and functional discourse by using oral and written text in English. It used genre based approach which has certainly characteristics and mastery about functions, structure text, and language features.

In this research the researcher used narrative text, based on the curriculum K-13 narrative text includes into functional text related to story of legend. Regarding to K-13 the learning objectives of narrative text are the students are expected to be able to explain the functions, structure text, and language features of narrative text spoken and written about story of legend; students are able to explain about the story of legend in spoken and written with focus on the functions, structure text, and language features; and students are able to retell the story of legend by spoken or written with focus on the functions, structure text and language feature of narrative text based on the context.

State Islamic Senior High School 2 Kampar is one of formal school located in Tanjung Rambutan, Kampar Regency. This school uses School 2013 Curriculum (K-13) as guideline to teach and learn. State Islamic Senior High School 2 Kampar provides English as a subject to the students that

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speaking is consisted in the subject. The Minimum Criteria Achievement (KKM) for the tenth grade students of State Islamic Senior High School 2 Kampar is 75. Thus, rubric for Minimum Criteria Achievement (KKM) can be seen in the following table:

Table I.1

Rubric for Minimum Criteria Achievement (KKM)

	Description	Scoring	
		Score	Mark
	Students can express the story of legend very fluently and accurately to interact with their listener orally.	81-100	A
2	Students can express the story of legend fluently and accurately to interact with their listener orally.	61-80	B
3	Students have limited skill to express the story of legend to interact with their listener orally.	41-60	C
4	Students have little skill to express the story of legend to interact with their listener orally.	21-40	D
	Students do not have skill to express the story of legend to interact with their listener orally.	0-20	E

Based on preliminary study at State Islamic Senior High School 2 Kampar, especially the tenth grade students, they still had problems and difficulties in learning English especially in speaking. Their speaking ability was still low of the curriculum expectation. In fact, some of the students could not reach the Minimum Criteria Achievement or passing grade (KKM) that is 75. Based on researcher's observation and interview with the English teacher

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at State Islamic Senior High School 2 Kampar, the researcher found some problems faced by the students. It can be seen in the following phenomena:

1. Some of students are not able to speak based on rules of grammar.
2. Some of students are not able to express their ideas in clearly.
3. Some of students get difficulties in delivering the story.
4. Some of the students are not able to derive vocabulary correctly.
5. Most of the students are not able to use part of speech of English correctly.
6. Some of students do not interested in speaking English.
7. Some of the students have lack of vocabulary.

Based on the phenomena depicted above, the researcher is interested in conducting research entitled “An Analysis of Students’ Speaking Ability in Retelling Story at State Islamic Senior High School 2 Kampar”

B. Problem

1. Identification of the problem

- a. Why are the students not able to speak grammatically?
- b. Why are the students not able to express their ideas clearly?
- c. Why do some of the students not interested in learning English?
- d. How is students’ speaking ability in retelling story?
- e. How is students’ speaking ability in expressing their ideas in retelling story by their own word?
- f. How is students’ vocabulary mastery in retelling story?

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g. How is students' speaking ability in implementing the story?

2. Limitation of the Problem

After identifying the problems state above, it is clear that there are many problems in this research. Thus, the researcher needs to focus the problem of this research on students' speaking ability in retelling story of narrative text at the tenth grade students of State Islamic Senior High School 2 Kampar.

3. Formulation of the Problem

Based on the problems depicted in the background of the problem, the research formulates the formulation of the problem as follow:

How is students' speaking ability in retelling story at the tenth grade students of State Islamic Senior High School 2 Kampar?

C. Objective and Significant of the research

1. Objective of the Research

The objective of this research is to know students' speaking ability in retelling story at the tenth grade students of State Islamic Senior High School 2 Kampar.

2. Significant of the Research

The significant of the research are as follows:

- a. Giving information about the students' speaking ability in retelling story of narrative text at the tenth grade students of State Islamic Senior High School 2 Kampar.

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- b. These research findings are also expected to be useful and valuable, especially for students and teachers of English at the tenth grade of State Islamic Senior High School 2 Kampar to be consideration for their future learning process.
- c. To fulfil one of the requirement for the researcher to complete her undergraduate degree program at English Education of Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim of Riau.
- d. Finally, these research findings are also expected to be practical and theoretical information to develop of theories on language teaching and learning.

D. Reason for Choosing the Title

There are some reasons why the researcher is interested in conducting this research. The reasons are as follows:

1. The researcher feels interested and wants to get depth knowledge with the topic.
2. The title of the research is relevant with the researcher's status as a student of English Education Department.
3. The location of the research facilitates the researcher to conduct the research.



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E. Definition of the Key Term

The following terms are given to make the readers have same perception for some terms used in this project paper. It is important to clarify some terms in order to avoid misunderstanding, therefore the terms to be defined as follows:

1. Speaking Ability

Wallace (1998) states that speaking ability is oral practice that have meaningful to the students when they have to pay attention about what they are saying. In this research speaking ability is the ability of the student when doing oral presentation.

2. Retelling Story

Wahyudi (2013) says that retelling is an activity done by students to retell the story gain from reading, watching and listening. In this research retelling story is the activity of the students to retell a story based on what they read.

3. Narrative Text

According to Syafi'I (2016), narrative text is a narration or storytelling tells a true or fiction story. A narrative text gives a story of one or more experiences. In this research narrative text is a narration or story telling tells a true or fiction story.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Speaking

a. Speaking Ability

One of the skills that should be mastered by students is speaking. According to Cameron in Wahyudi (2013) speaking is the active use of language to express meanings so that the other people can make sense of them. In speaking, speaker and listener emphasize on the meaning what they saying and understand one another. Speaking is not only producing sounds, but it needs the knowledge of how to pronounce, to deliver the meaning, and to turns ideas into words.

Speaking is required by people to interact among them. In speaking activity, there are many things that should be paid attention, not only related to what is being spoken, what the language is used, but also who is our interlocutor. Speaking is a tool to communicate ideas that are arranged and developed accordance with listener's need (Tarigan, 1998, cited in Heriansyah, 2012). It means that the speaker must undertake to communicate his/her ideas clearly so that those ideas can be accepted well accordance with what the listeners want.

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Speaking is an important aspect in language learning. By speaking, we can convey information and ideas, and maintaining social relationship by communicating with others. According to Brown (2004, p. 140) speaking is a productive skills where the process of language transparent such as lexical selection, the structure and the meaning used. Speaking is the process of saying words, delivering information or explaining something in order to have a conversation with other people. Rickheit and stohner (2008) said that speaking is a speech or utterance processing that involves the speaker and listener to recognize the content of the speech. This activity at least involves two persons in which they share any kind of information that they have. Thornbury (2005) speaking is oral communication. Speaking is the ability to use language to express their feeling, ideas, and opinion and for communication between speaker and listener.

Based on the ideas above, it is understood that, speaking has important role in communication. By speaking people can interact with other people by sharing their feeling, ideas, information orally. Speaking is a productive skill in language learning. In speaking activity at least two person those are speaker and listener to share the information or ideas that they have.

In speaking ability according to O'Grady, et.al (1996) speaking ability is the students' ability in expressing their ideas orally

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which is represented by the scores of speaking. It means that speaking ability is the ability of the students to make a score in speaking activity by doing a presentation with a good speech.

Wallace (1998) states that speaking ability is oral practice that have meaningful to the students when they have to pay attention about what they are saying. So, the students can learn better on how to require the ability to communicate or to express their ideas fluently with appropriate vocabularies and good or correct pronunciation.

Adams and Frith as cited in Hughes (2003) stated that there are five aspects of speaking ability such as accent, grammar, vocabulary, fluency, and comprehension. Pronunciation includes the segmental features of vowels, consonants, stress, and intonation pattern. Pronunciation is the way of certain sounds is produced. In communication process, one need to pronounce and to produce the words uttered clearly and correctly in order to avoid miscommunication.

The important thing in speaking is the messages that want to be conveyed to the listener. Although people do not focus too much on the grammar of their utterance, it becomes a need that the speakers also have to notice the grammar itself when speak to others.

In speaking, vocabulary is important things that the speaker should have. Vocabulary is a must when someone wants to convey

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his/her thoughts, feelings, or views to other people. If people did not mastering in vocabulary they will get difficulties to deliver message to the listener.

The fluency of someone when speaking might draw that he or she is able to speak well, but it needs to be notices that intelligibility of the words pronounced is also important. At the level of someone's fluency when speaking, it can be seen whether he or she speaks natural without some hesitations about what he or she would like to say.

The last component of speaking is comprehension. Comprehension is a key feature in the successful teaching for the intended meaning of written or spoken communication.

b. Speaking Ability in Retelling Story

Retelling is reading or listening that students remember from read or heard and retell what they recognize either through orally or in writing (Morrow, 1989) in Rositasari (2017). Retelling story is a part of learning to speaking activities and retelling story take place when students retell the important details of stories or stressing the focus on comprehension. Furthermore, retelling is an activity done by students to retell the story gain from reading, watching and listening (Wahyudi, 2013).

According to Morrow (1996) cited in Irwan (2016) retelling is post reading or post listening recalls in which readers or listeners tell

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what they remember. Retelling is a procedure that enables a child to play large role in reconstructing stories. Retelling story, then, is post reading and post listening a story which readers and listeners tell what they remember from what they have read or listened. Searfoss and Readence (1994) in Irwan state that story retelling is an appropriate assessment tool for use with ESL students.

Retellings provide a large amount data for the researcher for insight into the process of students' understanding. They also provide an opportunity for the students to present their ideas. Searfoss and Readence (1994) in Irwan (2016) state that, story retelling is the appropriate assessment tool to be used with students. Common questions provide more opportunities for students to express everything that they remember which may be more than they can do when specific questions are asked. Here, students are required to do most of the conversation, consider what they have read, and formulate their thoughts to express the correct understanding of what they have read.

According to Miller and Pennycuff (2008) in Farhana (2018), retelling story in the class is one way to improve spoken language. In line with this, Pellowski quoted in Farhana (2018) states that retelling stories is one of the art or craft of narrative stories in verse/and prose. There are some elements of language skills in retelling story, such as

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(1) setting denotes the time and place. The setting is the place or type of surroundings where something is positioned or where an event takes place. (2) Characters are concerned with the people or animals who act out in the story. The character is the mental and moral qualities distinctive to an individual. (3) Problem refers to the struggle the character is having. Problem is a matter situation which is regarded as unwelcome or harmful and needing to be dealt with and overcome. (4) Happening deals with beginning, middle, and end. (5) Solution: how the story is tied up. The solution is a mean of solving a problem or dealing with a difficult situation.

Based on the ideas above the researcher concludes that retelling story is an activity done by the students about what they remember after listen, read, or watch.

c. Assessment of Speaking Ability in Retelling Story

(Hughes, 2013, p. 6) stated that whatever test or testing system we then create should be one that: 1) consistently provides accurate measures of precisely the abilities in which we are interested; 2) has a beneficial effect on teaching (in those cases where the test is likely to influence teaching); 3) is economical in terms of time and money.

Moreover, he also explains that there are some purposes as testing in the following:

- 1) To measure language proficiency.

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- 2) To discover how successful students have been in achieving the objectives of a course of study.
- 3) To diagnose students' strengths and weakness, to identify what they know and what they do not know.
- 4) To assist placement of students by identifying the stage or part of teaching program most appropriate to their ability.

According to Oller in Mukminatien (2000) the assessment of speaking ability consists of 5 competencies:

1) Pronunciation

- a) Pronunciation frequently unintelligible.
- b) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
- c) "Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary.
- d) Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
- e) No conspicuous mispronunciations, but would not be taken for a native speaker.

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2) Grammar

- a) Grammar almost entirely inaccurate except in stock phrases.
- b) Constant errors showing control of very few major patterns and frequently preventing communication.
- c) Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
- d) Occasionally errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
- e) Few errors, with no pattern of failure.

3) Vocabulary

- a) Vocabulary inadequate for even the simplest conversation.
- b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
- c) Choices of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.
- d) Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any technical subject with some circumstances.

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- e) Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.

4) Fluency

- a) Speech is so halting and fragmentary that conversation is virtually impossible.
- b) Speech is very slow and uneven except for short of routine sentences.
- c) Speech is frequently hesitant and jerky, sentences may be left uncompleted.
- d) Speech is occasionally hesitant, with some unevenness caused words.
- e) Speech is effortless and smooth, but perceptively non-native in speed and evenness.

5) Comprehension

- a) Understand too little for the simplest type of conversation
- b) Understanding only slow, very simple speech on common social and touristic topics requires constant repetition and rephrasing.



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- c) Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
- d) Understand quite well normal educated speech when engaged in a dialogue, but require occasional repetition or rephrasing.
- e) Understand everything in normal educated conversation except for colloquial or low-frequency items, or exceptionally rapid or slurred speech.

2. Narrative Text

Narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors. The purpose of narrative text is to entertain, to get and maintain the readers' or listeners' attention to the text. A narrative text usually contains with features of characters, main character(s), setting, time, problem(s), solution, and plot (structure). According to Diana (2003), a narrative text usually has description of features and rhetorical steps: plot, characters, and setting.

Additionally, Anderson and Anderson (2003) stated that narrative usually include the following grammatical features: (1) Nouns that identify the specific characters and place in the story; (2) Adjectives that provide accurate description of the characters and setting; (3) Time

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words that connect events to tell when they occur: (4) Verbs that show the actions that occur in the story.

Pertaining to Kalayo and Fauzan Ansyari (2007) the generic structure of narrative text are (1) Orientation: sets the scene and introduces the characters, time and place. (2) Complication: tells the problem of the story and how the main characters solve them. (3) Resolution: the problem is resolved for better or worse. In addition, Anderson and Anderson there are 2 more the generic structure of narrative are (4) Re-Orientation: the moral message of the story. (5) Evaluation: a stepping back to evaluate the plight.

B. Relevant Research

According to Syafi'I (2017), said that relevant research is previous research that is conducted by previous researcher which is related to a research that a person is conducting. Reviewing the relevant research is intended to avoid the plagiarism toward the design and finding of the previous researcher. The following relevant researches to this research project are:

1. The first thesis is a classroom action research entitled "*The effect of Retelling Story towards Students' Speaking Ability.*" Written by Darwissyah Irwan, a student of UNINDRA, Jakarta. It was conducted in 2016 at MA Al-Asy'ariyah Bandar Lampung. This research was focusing on implementing retelling story in teaching speaking towards students' speaking skill. In this research the writer used pre-test and post -test, the

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sample of these research are 28 students. In taking the sample the writer used total sampling technique, it involved one class. In data collecting technique the writer used speaking test by using retelling story. Findings show that there is positive implementation of using retelling story towards students' speaking ability in addition the implementation of retelling stories can improve students' speaking ability. The result of hypothesis testing $t_{\text{test}}=3.24$. Based on the testing criterion is $t_o \geq t_{\text{table}}$ for significant at level 5% : $t_{\text{table}} = 2.00$. So, it can be said that there is an implementation of using retelling stories toward students' speaking ability. Based on the average score of post-test $x_1 = 68.29$ and pre-test $x_2 = 64.43$. it means that, average score of the students' speaking ability after being taught by using retelling story was higher than before. The result of the research showed that there were some improvements. The findings of the result show the positive improvements in students' speaking ability by implementing retelling story in class. The results of the test also support the positive improvements; the mean score of the post-test is 68.29. It increased from the mean score of pre-test which was conducted before the action. Practically, the use of retelling is one of the appropriate teaching techniques which can be implemented during teaching learning process.

2. The second thesis is a descriptive research design entitled "*Improving speaking Ability Through Story Telling Technique by Using Picture Series*" written by Purwatiningsih. It was conducted in MAN 2 Madiun in

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2015. This research was conducted to solve the students' problem in speaking. The purpose of this research is to improve the students' ability in speaking through story-telling technique by using picture series in term of content and delivery of the story. The result of this research indicated that the implementation of the technique was successful in improving the students' speaking ability. The success was indicates by the achievement of the criteria of success which deal with the students' involvement in the teaching-learning process; it was found that 84% students were actively involved in the teaching-learning process. Concerning the students' scores, it showed that 81% of the students already achieved scores greater than 75%. The last, the students' responses to the implementation of the technique revealed that 89% of the students showed good responses to the technique.

Both of relevant research above has similarities and differences with this research. Both relevant studies above have different period and setting place for the researcher's research. They have different amount of population and sample. Then, the differences with this research are the setting place and time, focus of this research and the method of the research. The method of this research is descriptive quantitative research, while both the methods of relevant research are experimental research and classroom action research. Then the similarity with this research is we discuss about speaking ability and retelling story.

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C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to prevent misunderstanding and misinterpretation. According to Syafi'i (2017) state that operational concepts are obtain from related theoretical concept on all the variables that should be practically and operationally. In this research only one variable, that is Students' speaking ability in retelling story.

The indicators of students' speaking ability in retelling story are:

1. Pronunciation
2. Grammatical Accuracy
3. Vocabulary
4. Fluency
5. Comprehension



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CHAPTER III

RESEARCH METHOD

A. Research Design

This research was a descriptive quantitative research. This research was a descriptive study, which has only one variable. In this research, the variable was students' speaking ability in retelling story. Pertaining to Best (1979) in Syafi'i (2017) stated that descriptive research describe and interprets what condition or relationship that exists, opinions that are held, processes that are going on effects that are evident or trends that are developing. In this case, the researcher wants to describe the students' speaking ability in retelling story of the tenth grade of State Islamic Senior High School 2 Kampar.

Creswell (2007) said that a quantitative research is kind of educational research in which the research determined what to study, ask specific, narrow question, gather numeric data from participant, analyse these numbers using statistical and organize the inquiry in an unbiased, objective manner. It can be concluded that descriptive quantitative research is the research where the research uses the statistic numbered to analyse the data. This research focused on collecting numerical data and generalizing it across groups of people or to explain a particular phenomenon.



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B. Time and Location of the Research

This research conducted from January to February 2020 and the location of the research was at State Islamic Senior High School 2 Kampar.

C. Subject and Object of the Research

1. The subject of this research was the tenth grade of State Islamic Senior High School 2 Kampar in the academic year of 2019/2020
2. The object of this research was students' speaking Ability in retelling story.

D. Population and Sample of the Research

1. Population of the Research

Population is a generalization area that consists of objects or subjects which become certain quantities and characteristics determined by researchers to be studied and then drawn the conclusions (Sugiono, 2002 in Riduwan). The target population of this research was the tenth grade of State Islamic Senior High School 2 Kampar. There were 102 students consisted 4 classes. The specification of the population can be seen on the table below:

Table III.1
Population of the Research

No.	Class	Population
1	X MIA 1	30 Students
2	X MIA 2	26 Students
3	X IIS 1	32 Students
4	X IIS 2	35 Students
Total		123 Students

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2. Sample of the Research

According Riduwan (2014) sample is a part of the population which have a certain features or circumstances to be studied. Considering the number of population is relative large, then the writer will take 20% from total population. Arikunto (2013) said that if the population is under 100, the writer can take all of them as the sample, but if the population is more than 100, the writer can take 10%-15% or 20%-25% as the sample. The technique that the researcher uses in this research is simple random sampling. According to Fraenkle, Allen, & Hyun (2012), simple random sampling is every member of the population has an equal and independent chance of being selected as the sample.

The sample selected by randomization and using a number of techniques is lottery method. According to Ghony and Almanshur (2016) lottery method is a method which is done just like doing a lottery. All members of the population were given a small roll of paper which was write-out of their name. Then, all of the roll papers were placed into the box. The roll papers in the box were whipped. Then, take the paper one by one based on the appointed sample necessary. The name which was taken from the box will become the sample of the research. The selected sample can be seen as follows:

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Table III.2
Sample of the Research

No.	Class	Population	Sample 20%
1	X IPA 1	30 Students	6
2	X IPA 2	26 Students	5
3	X IPS 1	33 Students	7
4	X IPS 2	35 Students	7
Total		125 Students	25

E. Technique of Collecting the Data

1. Oral Test

According to Brown (2001, p.385), test is a method of measuring a person's ability, knowledge, or performance in a given domain. The researcher used oral test for knowing the Students' speaking ability in retelling story. In oral test, the students were given the time at least 15 minutes to read and comprehend the story, after that invite the students one by one to retell the story by their own word in front of the class. The researcher gave "the legend of Surabaya" story for the students to retell.

The researcher scored the speaking ability of the tenth grade students at State Islamic Senior High School 2 Kampar by speaking test there were five criteria to be evaluated. Those are pronunciation, grammar, vocabulary, fluency, and comprehension. Those are the component of speaking ability. The researcher was helped by two raters to score the speaking ability of the tenth grade students at State Islamic Senior High School 2 Kampar. The researcher used the rubric of Oller (2000)

Table III.3
Rubric of Assessing Speaking

Language Components	Score	Level
Pronunciation	0	Many wrong pronunciation
	1	Frequent incorrect pronunciation
	2	Occasional errors in pronunciation
	3	Some errors in pronunciation
	4	No errors/minor error
Grammatical Accuracy	0	No mastery of sentence construction
	1	Major problems in structure
	2	Several errors in structure
	3	Minor problems in structure
	4	Demonstrate mastery of structure (few errors)
Vocabulary	0	Little knowledge of English words
	1	Frequent errors of word choice
	2	Occasional errors in word choice
	3	Minor errors in word choice
	4	Effective/appropriate word choice
Fluency	0	Dominated by hesitation
	1	Frequent hesitation
	2	Minor hesitation
	3	Occasional hesitation
	4	No hesitation
Comprehension	0	Message unclear
	1	Disconnected idea
	2	Ideas stand but loosely organized
	3	Clear and organized ideas
	4	Well organized and clear ideas

Oller in Mukminatien (2000)

F. Technique of analyzing the Data

This research was descriptive study, so that the data analysed descriptively. The researcher analysed the speaking ability in retelling story at



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the tenth grade students at state Islamic senior high school 2 Kampar based on the formula as follows:

$$N = \frac{R1 + R2}{2}$$

Where:

N= Individual score

R1= Rater 1 score

R2= Rater 2 score

In analyzing the data, the researcher used category of students' score based on (Arikunto, 2013, p.245). The categories of students' score are as follows:

Table III.4
Category of Students' Score

	Score	Category
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail

(Arikunto, 2013)



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CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

This research is conducted to find out the real circumstance of students' speaking ability in retelling story at the tenth grade students of state Islamic senior high school 2 Kampar. Based on the calculation of students' score in speaking from 25 students, the researcher concluded that the students' speaking ability in retelling story at the tenth grade of state Islamic senior high school 2 Kampar is categorized into enough level as dominant and the percentage was 48%, for students' pronunciation score in speaking is categorized into less level as dominant, and the percentage was 36%, for students' grammar score in speaking is categorized into enough level as dominant and the percentage is 48%, for students' vocabulary score in speaking is categorized into good level as dominant and the percentage is 72%, for students' fluency score in speaking is categorized into less level as dominant and the percentage is 32%. The last is students' comprehension score in speaking is categorized into good level as dominant and the percentage is 68%.

B. SUGGESTION

Considering the result of students' speaking ability in retelling story, the researcher would like to give some suggestion as follows:

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1. Suggestion for teacher
 - a. The English teacher should be able to implement the retelling activity more often than usual in order to develop students' speaking ability.
 - b. The English teacher should be able to guide the students for using English during the learning process in order to habituate the students with English language.
2. Suggestion for students
 - a. The students need to be active to use English in or out-side the classroom.
 - b. The students should practice to speak English more.
3. Suggestion for other researcher
 - a. This research expected can be used as an additional reference for further research conducted in the future.
 - b. The other researcher should do the research further to find out the weakness which still happened.

APPENDIX 1

RESEACH LETTERS

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Un. 04/F.II.4/PP.00.9/9362/2019

Pekanbaru, 04 Juli 2019

Biasa

Mohon Izin Melakukan PraRiset

Kepada
Yth. Kepala Sekolah
MAN 2 KAMPAR
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: FITRY SUHANA
NIM	: 11513205265
Semester/Tahun	: VIII (Delapan)/ 2019
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan
Wakil Dekan III

Dr. Drs. Nursalim, M.Pd
NIP. 19660410 199303 1 005



SURAT KETERANGAN IZIN MELAKUKAN PRARISSET
Nomor : B-220/Ma.04.6/PP.00.6/08/2019

Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri 2 Kampar, berdasarkan surat izin melakukan prariset dari Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau Pekanbaru nomor : Un.04/F.II.4/PP.00.9/9362/2019 tanggal 04 Juli 2019, dengan ini memberikan izin kepada :

Nama : FITRY SUHANA
NIM : 11513205265
Semester/Tahun : VIII (Delapan)/2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

untuk melakukan kegiatan riset dan pengumpulan data sebagai syarat memenuhi data skripsi yang bersangkutan.

Demikian Surat izin ini dibuat untuk dipergunakan sebagaimana mestinya. Terimakasih.

Kampar, 08 Agustus 2019
Kepala,



Drs. H. Aprizal, M.Pd
NIP. 196504172000031002

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Pekanbaru, 03 Desember 2019 M

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: Biasa

: 1 (Satu) Proposal

: **Mohon Izin Melakukan Riset**

Kepada

Yth. Gubernur Riau

Ct. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

Satu Pintu

Provinsi Riau

D. Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : FITRY SUHANA

NIM : 11513205265

Semester/Tahun : IX (Sembilan)/ 2019

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : An Analysis of Students' Speaking Ability in Retelling Story at State Islamic Senior High School 2 Kampar

Lokasi Penelitian : MAN 2 KAMPAR

Waktu Penelitian : 3 Bulan (03 Desember 2019 s.d 03 Maret 2020)

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NIP.19740704 199803 1 001

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Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/28876
T E N T A N G

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : 00.04/F.II/00.9/17581/2019 Tanggal 3 Desember 2019**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	FITRY SUHANA
2. NIM / KTP	:	11513205265
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	AN ANALYSIS OF STUDENTS' SPEAKING ABILITY IN RETELLING STORY AT STATE ISLAMIC SENIOR HIGH SCHOOL 2 KAMPAR
7. Lokasi Penelitian	:	MAN 2 KAMPAR

Dengan ketentuan sebagai berikut:

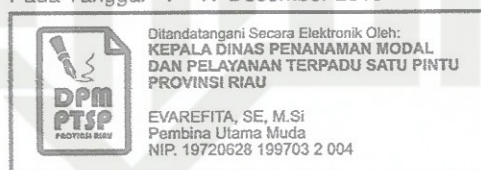
Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.

Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.

Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 17 Desember 2019



Tembusan

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2. Bupati Kampar
Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang bersangkutan



PEMERINTAH KABUPATEN KAMPAR
KANTOR KESATUAN BANGSA DAN POLITIK

JALAN TUANKU TAMBUSAI TELP. (0762) 20146

BANGKINANGKOTA

Kode Pos : 28412

REKOMENDASI

Nomor : 070/KKBP/2019/1123

Tentang

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Kampar setelah membaca Surat Kepala Kantor Kesatuan Bangsa dan Politik Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN RISET/28876 tanggal 27 Desember 2019, dengan ini memberi Rekomendasi / Izin Penelitian kepada :

: **FITRY SUHANA**
: 11513205265
: UNIVERSITAS ISLAM NEGERI SUSKA RIAU
: PENDIDIKAN BAHASA INGGRIS
: S1
: PEKANBARU
: **AN ANALYSIS OF STUDENTS' SPEAKING ABILITY IN RETELLING
STORY AT STATE ISLAMIC SENIOR HIGH SCHOOL 2 KAMPAR**
: MAN 2 KAMPAR

yang ditentukan sebagai berikut :

Tidak melakukan Penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan riset/prariset dan pengumpulan data ini.

Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang berkepentingan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di Bangkinang
pada tanggal 23 Desember 2019

an. **KEPALA KANTOR KESBANGPOL**

Kasi Kesatuan Bangsa



NIP. 197012081982011001

Rekomendasi ini disampaikan Kepada Yth;

1. Kepala Kantor Kementerian Agama Kabupaten Kampar di Bangkinang.
2. Kepala MAN 2 Kampar di Air Tiris.
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru.
4. Yang Bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KAMPAR

Jalan DI. Panjaitan No. 25 Bangkinang
Telepon : (0762) 20456 Faksimili : (0762) 20228
Website : www.kampar.kemenag.go.id

SURAT REKOMENDASI
NOMOR : B-1731/Kk.04.4/OT.00/12/2019

TENTANG
IZIN PENELITIAN / OBSERVASI

Kepala Kantor Kementerian Agama Kabupaten Kampar setelah mempelajari permohonan dari Fitry Suhana Tanggal 23 Desember 2019 dengan ini memberikan rekomendasi Izin Penelitian / Observasi kepada:

Nama : Fitry Suhana
NIM : 11513205265
Perguruan Tinggi : UIN Suska Riau
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Alamat : Pekanbaru
Judul Penelitian : An analysis of student's speaking ability in retelling story at state Islamic senior high school 2 Kampar
Lokasi : Man 2 Kampar

Dengan ketentuan sebagai berikut:

1. Tidak melakukan Penelitian yang menyimpang dari ketentuan yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan penelitian / observasi ini.
2. Pelaksanaan kegiatan penelitian / observasi ini berlangsung paling lama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan penelitian / observasi ini dan terima kasih.

Bangkinang, 23 Desember 2019

an. Kepala
Kepala Subbagian Tata Usaha

Fuadi Ahmad
NIP. 197012082005011004

Rekomendasi ini disampaikan kepada:

1. Kepala Man 2 Kampar di Air Tiris
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru

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SURAT KETERANGAN RISET
Nomor : B-~~134~~/Ma.04.6/PP.00.6/03/2020

ini berdasarkan tanda tangan dibawah ini Kepala Madrasah Aliyah Negeri 2 Kampar, berdasarkan surat
ini melakukan penelitian dari Kantor Kementerian Agama Kabupaten Kampar nomor : B-
k.04.4/OT.00/12 2019 tanggal 23 Desember 2019, dengan ini menerangkan bahwa :

: FITRY SUHANA
: 11513205265
: UIN Suska Riau
: Pendidikan Bahasa Inggris
: S1
: Pekanbaru

Yang bersangkutan telah melakukan Riset/ Penelitian sebagai syarat memenuhi data skripsi yang berjudul
“ANALYSIS OF STUDENTS’ SPEAKING ABILITY IN RETELLING STORY AT STATE ISLAMIC SENIOR HIGH SCHOOL 2 KAMPAR” DI MADRASAH ALIYAH NEGERI 2 KAMPAR”.

Demikian Surat Keterangan Riset ini dibuat untuk dipergunakan sebagaimana mestinya.

Kampar, 20 Maret 2020
Kepala,

Drs. H. Aprizal, M.Pd
NIP. 196504172000031002



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APPENDIX 2

SURAT PEMBIMBING

UIN SUSKA RIAU



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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

2. Diareng mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
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UIN SUSKA RIAU : Un 04/F.II.4/PP.00.9/4630/2020

Pekanbaru, 23 April 2020

UIN SUSKA RIAU : Bisa

UIN SUSKA RIAU : -

UIN SUSKA RIAU : Pembimbing Skripsi (Perpanjangan)

Kepada

Yth.

1. Roswati, S.Pd.I., M.Pd.

2. Nelvia Ibrahim, S.Pd.I., M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : FITRY SUHANA

NIM : 11513205265

Jurusan : Pendidikan Bahasa Inggris

Judul : An Analysis of Students' Speaking Ability in Retelling Story at State Islamic Senior High School 2 Kampar

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag.

NIP. 19660924 199503 1 002

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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APPENDIX 3

KEGIATAN BIMBINGAN

UIN SUSKA RIAU

KEGIATAN BIMBINGAN MAHASISWA

SKRIPSI MAHASISWA

Jenis yang dibimbing

: Proposal

a. Seminar **Usul Penelitian**

:

Penulisan Laporan Penelitian

:

Nama Pembimbing

: Roswati, S.Pd.i., M.Pd

Nomor Induk Pegawai (NIP)

•

Nama Mahasiswa

: Fitry Suhana

Nomor Induk Mahasiswa

: 1151 3205 265

Kegiatan

•

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
01/01/2019	Formulation, Operational Concept, Relevant research, Sample, Technique collecting the data	dl	
01/01/2019	Operational concept, Sample, technique collecting the data	dl	
07/01/2019	Numbering, Sample, technique collecting the data.	dl	
07/01/2019	Sample of the research	dl	
22/7-2019	Aec	dl	

Pekanbaru, 22 Juli 2019
Pembimbing,

Reswati, m.p.d.

State Islamic University of Sultan Syarif Kasim Riau

No	Aspek Cipta Dilindungi Undang-Undang	Aspek Kata Dilindungi Undang-Undang	Aspek Gambar Dilindungi Undang-Undang	Aspek Nama Dilindungi Undang-Undang	Aspek Nomor Dilindungi Undang-Undang	Aspek Tanggal Dilindungi Undang-Undang	Aspek Jumlah Dilindungi Undang-Undang	Aspek Lain Dilindungi Undang-Undang
1.	Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.							
2.	Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.							



KEGIATAN Bimbingan Mahasiswa
GROUPS MAHASISWA

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No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Estimasi
1	6 January 2020	Instrument	dl	
2	14 April 2020	Conclusion, suggestion, technique collecting the data	dl	
3	22 April 2020	Technique collecting the data	dl	
4	23 April 2020	Acknowledgment, Abstract	dl	
5	27 April 2020	Acc	dl	

UIN SUSKA RIAU

Pekanbaru, 27-4-2020
Pembimbing
(Signature)
Ruswani, M.Pd



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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

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Jenis yang dibimbing : proposal
a. Seminar Usul Penelitian :
b. Penulisan Laporan Penelitian :
Nama Pembimbing : NELVIA IBRAHIM, S.Pd.I
a. Nomor Induk Pegawai (NIP) :
Nama Mahasiswa : FITRY SUHANA
b. Nomor Induk Mahasiswa : 11513205265
Kegiatan :

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
25.11.19, Friday	Chapter I, II & III		
29.11.19, Mon	Chapter I, II & III		
08.12.19, Thurs	chapter I, II, & III (Acc)		

Pekanbaru, 08 AUGUST 2019
Pembimbing,

(NELVIA IBRAHIM, S.Pd.I, N.Pd)



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Nama yang dibimbing : SKRIPSI
 2. Seminar usul Penelitian :
 3. Penulisan Laporan Penelitian :
 4. Nama Pembimbing : Nelvia Ibrahim, S.Pd.i., M.Pd
 5. Nomor Induk Pegawai (NIP) : 1901101 200710 2004
 6. Nama Mahasiswa : Fitriy Suhana
 7. Nomor Induk Mahasiswa : 11513205265
 8. Kegiatan :

Materi Bimbingan		Tanda Tangan	Keterangan
1. Menggal Konsultasi	Instrument		
2. Acc Instrument	Acc Instrument		
3. Chapter IV	Chapter IV		
4. Chapter IV, V	Chapter IV, V		
5. References	References		
6. Acc for Munnaasah	Acc for Munnaasah		

Pekanbaru, 30 03 2020

Pembimbing,

Nelvia Ibrahim, S.Pd.i., M.Pd
NIP. 1901101 200710 2004

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
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APPENDIX 4

INSTRUMENT

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TEST ITEM: SPEAKING

Instruction: retelling story

The students will be given a story to retell.

Read the story “The legend of Surabaya” at least 15 minutes.

You have five minutes to retell the story in front of the class by your own word.

SPEAKING RUBRIC

Language Components	Score	Level
Pronunciation	0	Many wrong pronunciation
	1	Frequent incorrect pronunciation
	2	Occasional errors in pronunciation
	3	Some errors in pronunciation
	4	No errors/minor error
Grammatical Accuracy	0	No mastery of sentence construction
	1	Major problems in structure
	2	Several errors in structure
	3	Minor problems in structure
	4	Demonstrate mastery of structure (few errors)
Vocabulary	0	Little knowledge of English words
	1	Frequent errors of word choice
	2	Occasional errors in word choice
	3	Minor errors in word choice
	4	Effective/appropriate word choice
Fluency	0	Dominated by hesitation
	1	Frequent hesitation
	2	Minor hesitation
	3	Occasional hesitation
	4	No hesitation
Comprehension	0	Message unclear
	1	Disconnected idea
	2	Ideas stand but loosely organized
	3	Clear and organized ideas
	4	Well organized and clear ideas

Oller in Mukminatien (2000)

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2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

One day Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in different places. Sura lived in the water and Baya lived in the land. The border was the sea so they would never fight again.

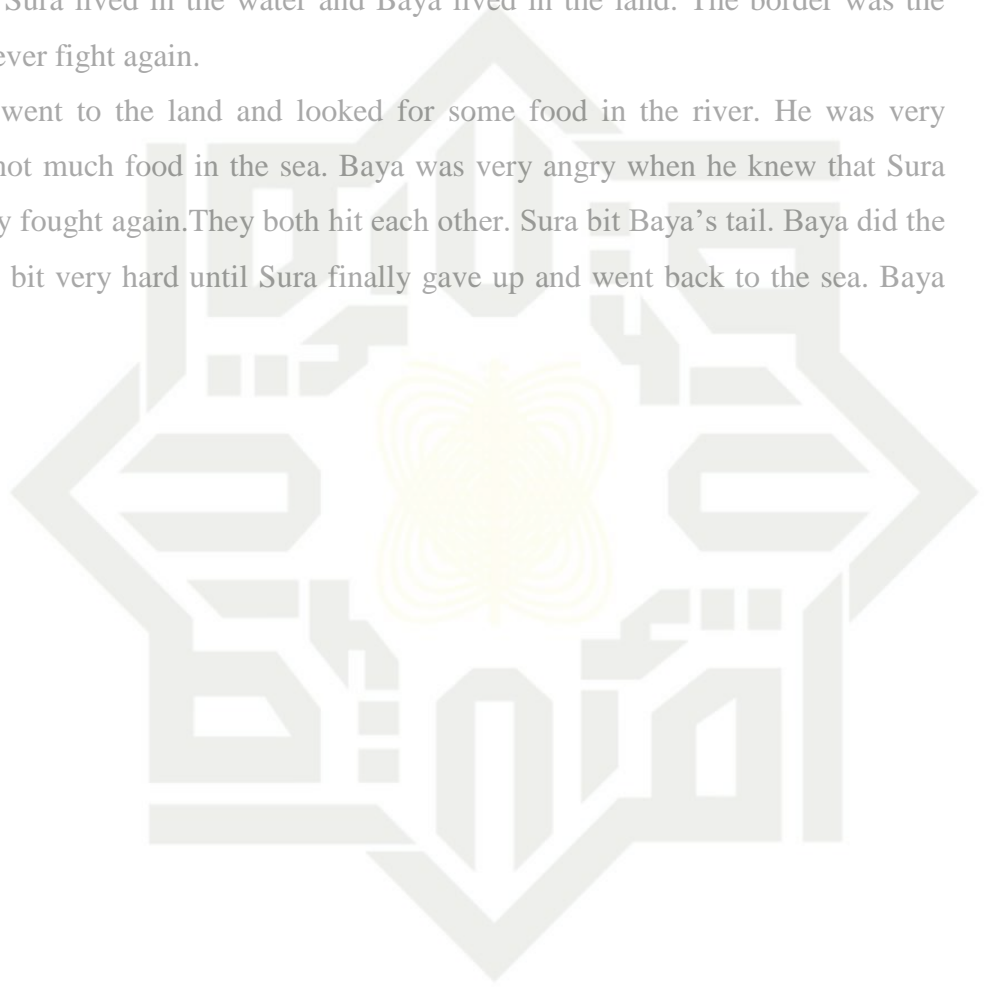
One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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APPENDIX 5

SCRIPT OF RETELLING STORY

UIN SUSKA RIAU



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- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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1. The Legend of Surabaya. A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food, for some food. Suddenly, Baya saw a goat "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they they were very tired. Feeling tired of fighting, they lived in the they lived in different place. Sura lived in the water and Baya lived in the land. Eeee.....The border was the border was the beach, eee so they would never fight again. One day, Sura went to the land and looked for and looked for some food in the river. He was very hungry and and there and there was not much food in the sea. Baya very angry when he knew that Sura broke the promise. They fought again. Eeee They they they both they both hit each other. Eeee Sura bit Baya's tail. Baya baya did baya did the sura eh baya did the some thing to sura. Eeee he bit he bit he bit very hard until Sura finally gave up and and went back to the sea. Baya was happy.
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6. Assalamualaikum warahmatullahi wabarokatu. I want to tell you story telling about Surabaya. Once upon a time, there were two animals who lives in a sea, there were Sura and Baya. Sura was a shark and Baya was a crocodile. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat the he said "Yummy, this this goat is going to be my lunch said. "No way! This got is mine. Don't be greedy" said Sura. Then they fought for the goat. They fought for several hours until they were very tired. After Feeling tired of fighting, they decided make a promise so they lived in the different place. Sura lived in the sea and Baya lived in the land the border was the beach, so they would never fight anymore. One day, Sura went to the land because he



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felt very hungry he couldn't find much food in the sea. He was looking some food in the river. When Baya knew that Sura back to the land he was very angry because sura broke their promise. They fought again. They both they both hit each other. Baya bit Sura's tail sura's tail every hard until sura finally gave up and went back to the sea. Baya was very happy, yeeeee.

7. The Legend of Surabaya. A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya.... were looking for some food. Suddenly, Baya saw a goat "Hmmm yummy, this is my lunch," said Baya. "No way! Said is my lunch. You are greedy" said Sura. Then they fought for again fought for a goat. After several hours, they were very tired. Feeling tired of fighting, they lived in different place. Sura they lived in water and Baya lived in land.....The border was the beach, so they would never fight again. One day, Sura went the land went the land and looked for some food in the river. He was very he was very hungry and there was no much food in the sea. Baya was very hungry..... when knew that Sura broken the promise. They fought again. They both hit each other. Sura bit Baya's Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and with back to the sea. Baya was happy.

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10. The Legend of Surabaya. A long time ago, there were.... There were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They living in a sea..... Oooooo Once Surabaya sura and Baya eee were looking for some food..... Suddenly, Ba.. Baya ee Baya saw a goat "Hmm Yummy, this is the my lunch," said Baya. Ee "No way! This is my lunch. You are greedy" said Sura. Then they font for the goat. After seneral eh several house, they they were very very very fr fired. Feeling



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th..... of the fighting, they lived in the... diffe different places..... Sss Sura lived in the..... ss water and Baya lived are the in the land. The..... the border was the beach, aaa so they.... would would never fighting again. Once One day.... Sura went the land and looked for some for some food in the liver. He was he was very angry and there wes..... not much lived food in the in the sea..... Baya was very angry..... when.... When he know they Sura.....broken.....brokkken aaaaa the promise.....They fought ag they fought again. They.....they both they both.....hit hit it other. Sura bit bays Baya's tail..... Baya did the some thing to Sura. He bit very hard hard until Sura finally gave gave up and went back to the sea. Baya was angry.

11. The Legend of Surabaya. A long time ago, there were two animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They both lived in a sea. Once Surabaya eh once sura and Baya were looking for some food. Baya saw a goat and say that is my lunch. "No way! This is my lunch,said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the sea and Baya lived in the land. Sura The border the border was was the bik biks biiiks, so they would never meet and fight any anymore. One day, Sura feel very hungry so he went to the land and look for some food in the river because the was not macs food in the sea in the sea. Baya was very angry when he knew that sura broke their promise. They fought again. They both hit each for other. They both hit each other Sura bit Baya's ta tail and and Baya bit sura tail. Baya bit sura tail. Baya bit very hard until Sura finally give up and went back to the sea. Baya was very happy.

12. Assalamualaikum wr.wb. My name is kikit, here I will, here I will tell a story title the legend of Surabaya. A long time ago, there were two animals, Sura and Baya. Sura wes the name of a shark and Baya wes a crocodile.... They



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15. The Legend of Surabaya. A long time ago, there were two animal, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They live in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different place. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry.... when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back.... to sea. Baya was happy.

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17. A long time ago they lived in a sea two animals. There were sura and baya. A shark as sura and crocodile as baya. There was a battle between sura and baya. The first fight is all because sura and baya fight over the goat for their lunch. After the first fight there were very tired and lived in the different place. The sea and the land. The second fight is all about sura broke the promise. Sura were looking for some food to the land. Baya was very angry when sura were looking for some food in baya's area. After they were fighting hard finally the fight was won by baya. Baya was very happy and then sura gave up and went back to the sea. Ok thank you.

18. The Legend of Surabaya. A long time ago, there were two animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They both lived in a sea. Mmm one day Sura and Baya very very feel hungry so they are....., they were looking for some food. And then Baya saw a goat and he said aaa that is my



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lunch Baya. But ss aaa but sura said nooo, that is for me. And then they were fight to a get a goat for they.... They... eat. After several time, they are they were very very tired after fought so they were live in the different place. Sura as a shark life in the a sea and baya life in the land. And between in in there are the border was the beach. so they would never never fight again. And the one day, Sura very very very feel hungry so he went to...search the food in the land because in the sea he cannot find the food to aaa he eat. After that baya was very angry when he know that sura broke the their promise. Because of that aaaa they fff fffffi fought again they both hi hit each other. Sura bit baya tail and baya bit sura tails and baya bit very hard until sura finally gave up and went back to the sea. Baya was very happy.

19. The Legend of Surabaya. Once upon a time, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in the sea. Mmm once Sura and Baya were looking for some food. Suddenly, Baya saw a goot “uuuuh yummy, this is my lunch,” said Baya. “No way! This is my lunch. Don’t greedy” said Sura. And then and then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. Aaa the The border was the beach, so they would never fight again. Mmm One day, Sura went to the land and look for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.aa They they both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was very happy.

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22. The Legend of Surabaya. A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a



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sea.... Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Hmm Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

23. The Legend of Surabaya. A long time ago, there were two animals, Sura and Baya. Sura was the name of sherk and Baya was a crocodile. They live in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura....Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they live in the different place. Sura live in the water and Baya live in the land. The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again they fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

24. The Legend of Surabaya. A long time ago, there were two animals, Sura and Baya. Sura was the name of sherk and Baya was a crocodile. They live in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a



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25. The Legend of Surabaya. A long time ago, there were two animals, Sura and Baya. Sura was the name of shark and Baya was a crocodile. They live in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they live in different place. Sura live in the water and Baya live in the land. So the border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya’s tail. Baya did same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

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APPENDIX 6

RATERS' ASSESSMENT

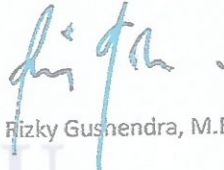
UIN SUSKA RIAU



SPEAKING PERFORMANCE SCORE

STUDENT	LANGUAGE COMPONENTS																				RAW SCORE	CONVERTED SCORE					
	PRONUNCIATION					GRAMMATICAL ACCURACY					VOCABULARY					FLUENCY							COMPREHENSION				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4			0	1	2	3	4
Student-1				3				2						3					2						3	13	65
Student-2				3					3					3					2						3	14	70
Student-3				3					3					3					2						3	14	70
Student-4			2						3					3					2				2			12	60
Student-5			2						3					3						3				3		14	70
Student-6				3					3					3						4					3	16	80
Student-7			2						3					3						3					3	14	70
Student-8			2						3					3					2						3	13	65
Student-9				3					3					3						3					3	15	75
Student-10		1							3					3			1						2			10	50
Student-11		1							3			2							2				2			10	50
Student-12			2						3					3					2				2			12	60
Student-13				3					3					3					2					3		14	70
Student-14		1							3					3					2				2			11	55
Student-15				3					3					3					2					3		14	70
Student-16			2						3					3					2					3		13	65
Student-17				3					3			2							2					3		13	65
Student-18				3				2						3					2					3		13	65
Student-19				3					3					3						3				3		15	75
Student-20				3					3					3						3				3		15	75
Student-21			2						3					3						3				3		14	70
Student-22				3					3				4							3				3		16	80
Student-23			2						3					3					2					3		13	65
Student-24				3					3					3						4				3		16	80
Student-25			2						3					3						3				3		14	70

Rater,


Rizky Gusnendra, M.Ed.

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SPEAKING PERFORMANCE SCORE

Student	Language Components					Total Score	Converted Score
	Pronunciation	Grammatical Accuracy	Vocabulary	Fluency	Comprehension		
STUDENT-1	2	2	3	2	3	12	60
STUDENT-2	3	3	3	2	3	14	70
STUDENT-3	2	2	3	1	3	11	55
STUDENT-4	2	2	2	1	3	10	50
STUDENT-5	2	3	3	2	3	13	65
STUDENT-6	3	3	4	3	4	17	85
STUDENT-7	2	3	3	2	3	13	65
STUDENT-8	2	2	3	2	3	12	60
STUDENT-9	2	2	3	2	3	12	60
STUDENT-10	1	2	3	0	2	8	40
STUDENT-11	1	2	2	1	2	8	40
STUDENT-12	2	2	3	2	2	11	55
STUDENT-13	2	2	3	2	3	12	60
STUDENT-14	2	2	3	2	3	12	60
STUDENT-15	2	2	3	3	3	13	65
STUDENT-16	2	2	3	2	2	11	55
STUDENT-17	3	3	2	3	3	14	70
STUDENT-18	3	2	3	2	3	13	65
STUDENT-19	2	2	3	3	3	13	65
STUDENT-20	2	3	3	3	3	14	70
STUDENT-21	2	3	3	3	3	14	70
STUDENT-22	3	3	3	4	4	17	85
STUDENT-23	2	3	3	3	3	14	70
STUDENT-24	3	3	4	3	3	16	80
STUDENT-25	2	3	4	4	3	16	80

Rater,



Dodi Settiawan, M.Pd

UIN SUSKA RIAU



CURRICULUM VITAE



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PERSONAL INFORMATION

Full Name

Fitry Suhana

Female

Place, Date of Birth

Pulau burung, March 20th, 1995

Nationality

Indonesia

Religion

Moeslem

City

Tanjung Balai Karimun

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081266306061

Email

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EDUCATIONAL BACKGROUND

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Undergraduate students

State Islamic University of Sultan Syarif Kasim,
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2010-2013

State Senior High School 1 Karimun, Karimun
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Riau Archipelago, Indonesia

2007-2010

State Junior High School 1 Tebing , Karimun
Regency,

Riau Archipelago, Indonesia

2003-2007

State Elementary School 002 Baran Meral , Karimun
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2001-2003

Private Elementary School Mutiara hati, Indragiri Hilir,
Riau, Indonesia



1999-2001

Mutiara Hati Kindergarten School, Indragiri Hilir, Riau,
Indonesia

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Member of Students Association of English Education
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